Shanna, Monica, Doug and Jeanne, Group 2 - Week 1, Assignment 1

The National Council for History Instruction blueprint for student learning promotes practices in teaching history and encouraging students to learn in the classroom by providing opportunities to think analytically (questioning, finding and evaluating evidence, learning relationships between past and present and changes, examining relationships, perspectives, and making inferences from multiple sources), to read more (understand primary, secondary sources and learn how to interpret the information) and to write effectively (articulating evidence-based arguments and using different perspectives).[[1]](#footnote-1)

One outlined description of the purpose of teaching history or social studies according to the National Council for History Instruction is stated as resulting in the student’s ability to: “Recognize that history is an evolving narrative constructed from available sources, cogent inferences and changing interpretations.”[[2]](#footnote-2)

These skills are nurtured through the NCHE’ History’s Habits of Mind which leads to engagement with, and understanding of, today’s world, as well as builds a foundation to be an involved citizen for life. The promotion of historical thinking develops the capacity to understand our challenges, situations and interactions. Learning about the past enables individuals to make judgments about the present.

Below we highlight five specific skills that are promoted through the History’s Habits of the Mind are highlighted below, along with a comparison with the article *Is the Common Core Good for Social Studies? Yes, But*…[[3]](#footnote-3)

First the ability to grasp the significance of the past in shaping the present is supported by the Common Core State Standards (CCSS) according to the article since the focus is on context to serve as a knowledge/understanding as a foundation so individuals can think more critically. These fit the College, Career, and Civic Life (C3) Inquiry Literacies 4 - evaluating sources, 6 – using evidence, 9 – presenting arguments and explanations, and 10 – critiquing arguments and explanations.

Next is the ability to read critically, to discern differences between evidence and assertion and to frame useful and appropriate questions about the past. This relates back to all of the C3 Inquiry Literacies, which are listed below:

1. Questioning

2. Selecting sources

3. Gathering information from sources

4. Evaluating sources

5. Making claims

6. Using evidence

7. Constructing arguments and explanations

8. Adapting arguments and explanations

9. Presenting arguments and explanations

10. Critiquing arguments and explanations

11. Analyzing social problems

12. Assessing options for action

13. Taking informed action

The disciplinary literacies contained within Dimension 2 are more deeply embedded within the indicators. The following list provides some clarifying examples of literacies that are featured in one or more of the indicators in Dimension 2. When you read critically you are reading to get the most important information about the past. When you are reading keep in mind the goals of social studies which is too make experiences, understands why and to better understand the past and present. Also while reading and trying to pick what is critically to know you should keep in mind the Pluralistic Society, what is common good and Pluralism.

Another is the ability to interrogate texts and artifacts, posing questions about the past that foster informed discussions, reasoned debate and evidence-based interpretation. (Standards 11-12) The College, Career, and Civic Life (C3) Framework:

Interrogate texts and artifacts:

1. Content area reading helps students interact with the text through decoding, vocabulary development, and general comprehension
2. Disciplinary Literacy skills needed to be able to understand, create, and communicate

Reasoned debate and evidence-based interpretation:

1. Determine importance
2. The use of evidence is revelent, how to use primary and secondary sources
3. Data Sources need to address question

Posing questions about the past that foster informed discussions.

C3 Inquiry Literacies:

1. Questioning
2. Gathering information from sources
3. Evaluating sources
4. Use evidence
5. Construct arguments and explanations

Examples from the NCHE identified in the Best Practices of Effective History Teaching incorporate the C3 Inquiry Literacies as indicated below:

1. “Reading widely and critically”[[4]](#footnote-4) Relates to the C3 Inquiry Literacies 2 and 3. The student, through reading a multitude of scholarly material achieves a greater understanding of the events both direct and indirect.

2. Deliver material from all aspects or “points of view”[[5]](#footnote-5) C3 Inquiry Literacies 1 and 4. The student gains perspective of the events and how they relate differently.

3. The usage of multiple and a variety of source material (i.e. primary, secondary, and “historiographical debate”).[[6]](#footnote-6) C3 Inquiry Literacies 3 and 6. The student gains context and an unbiased view of the time period and/or event through a variety of sources.

4. Evaluation of source material as a requirement for learners.[[7]](#footnote-7) C3 Inquiry Literacies 6. The student gains practices critical thinking skills in evaluation of source material.

5. Variation in pedagogy.[[8]](#footnote-8) Enables the students to be engaged through teaching in a variety of formats.

Finally, the last example we highlight from the NCHE History’s Habits of the Mind is the appreciation of diversity and variety in historical contexts and our shared humanity. This habit relates to the C3 Inquiry Literacies 1 – questioning, 3 - gathering information from sources, 4 - evaluating sources, and 11 – analyzing social problems.

1. http://www.nche.net/pages/blueprint-for-student -learning [↑](#footnote-ref-1)
2. <http://www.nche.net/habitsofmind> [↑](#footnote-ref-2)
3. Lee, John and Swan, Kathy. The C3 Framework - *Is the Common Core Good for Social Studies? Yes, but*… 2013 National Council for the Social Studies. [↑](#footnote-ref-3)
4. <http://www.nche.net/best-practices-of-effective-history-teaching> [↑](#footnote-ref-4)
5. Ibid. [↑](#footnote-ref-5)
6. Ibid. [↑](#footnote-ref-6)
7. Ibid. [↑](#footnote-ref-7)
8. Ibid. [↑](#footnote-ref-8)